

NOTES ON EDUCATION.

Every pupil in the Boston Latin School costs the city \$240 a year.

The Legislature of Kansas is considering a bill abolishing two of the three Normal Schools in that State.

The Colorado Constitutional Convention has adopted a section which puts the common school fund beyond danger of division for sectarian purposes.

The bill making an annual grant of \$30,000 to the University of Virginia has failed in the Legislature of that State. It encountered much opposition from the other educational institutions.

Chairs of the theory and practice of education are to be immediately founded in the Universities of Edinburgh and St. Andrews, in Scotland, \$30,000 having been offered to the former and \$20,000 to the latter for the purpose.

Compulsory education does not make very rapid progress in Iowa. A bill requiring that children between 7 and 14 years of age should have at least 12 weeks of schooling each year has been indefinitely postponed by the Legislature.

The salary of the State Commissioner of Public Schools of Georgia has been reduced to \$1,000, and all his clerical help taken away. Prof. Orr, who holds the position, has succeeded in improving the schools, but his efforts do not appear to be appreciated.

Of the 1,200 teachers employed in the Boston public schools, more than 800 are women, and yet the less than 400 men receive more money in salaries than the 800 women. In other words the women do more than two-thirds of the work for less than half the money.

Detroit is endeavoring to retrench in its public school expenses. Salaries are to be reduced, parts that can be dispensed with discontinued, and no more building done than is absolutely necessary. By this means it is hoped to bring the expenses within the resources.

The election of a Superintendent of the Boston public schools has been delayed and postponed at several sessions of the Board of Education. The opposing candidates are Mr. Philbrick, who has been Superintendent for 17 years, and Mr. Harris. The opponents of the former claim that the schools have not made satisfactory progress during his administration, and that a new officer is desirable.

An examination into the manner of giving prizes at the Scotch Universities is suggested by a correspondent of a London paper. The writer says that these prizes are given in many cases without any regard to merit, some of the students receiving them having been absent from every competitive examination. He cites one case where a student was put at the top of the list which depended upon a written examination, when he had never entered an examination room, but spent the day shopping.

The productive funds belonging to some of the colleges in this State are given below: Columbia, \$4,413,652; Cornell, \$1,153,950; Hamilton, \$360,000; Madison, \$444,395; Syracuse, \$250,000; Union, \$466,600; Rochester, \$170,000. Some of these institutions own a large amount of unproductive revenue. Columbia has \$747,350; Cornell, \$700,000; Hamilton, \$20,000; Syracuse, \$300,000; Rochester, \$335,274. Vassar College owns real estate valued at \$647,347, but has only \$281,000 of productive funds.

The public schools are now occupying a large share of the time of the various Legislatures now in session. In New-York an amendment to the Constitution is pending, providing for the maintenance of the schools independent of the Legislature, and refusing the appropriation of any portion of the school fund to sectarian schools. In Ohio a bill to remodel the manner of electing members of the Board of Education is under consideration. The California and Georgia legislatures have before them bills reforming the State educational systems, and compulsory educational bills are pending in several other States.

The Hon. Neil Gilmour, State Superintendent of Public Instruction, has issued a circular to the School Commissioners throughout the State urging them to give more and closer attention to their duties and warning them that neglect will meet the penalty indicated by law. He says: "In some Commissioner districts in years past there has been great complaint that School Commissioners have neglected the duties imposed upon them by law, especially in the matter of visitation; this has been so to such an extent that I deem it my duty to call your attention thereto. You have just commenced your official terms; it is for you to remedy this evil, and make the supervision by School Commissioners such as the law contemplates. I hope that during the present term of office the attention of this Department will be directed to a single case of neglect on your part. In accordance with the statement made in my late report to the Legislature, I will call on you for special reports in regard to the discharge of your duties, and if it appears that there has been any wilful neglect thereof, it will become my duty to inflict the penalty imposed by law."

The following estimation of the public schools of New-York, from "The Boston Herald," shows how they are regarded abroad: "The schools of New-York City are among the best known, and their organization differs in some essential particulars from that of Boston. One feature is found in the New-York system, so entirely different from that of most other cities, and at the same time so beneficial in its results, that it is worthy of special notice. We refer to the matter of school examinations, in New-York carried to the very verge of perfection. The point gained by their system is not alone an understanding of the progress and acquirements of the pupils, but the standing and position of teachers are made to depend upon the results of these examinations, which are frequent and to the last degree thorough. Nine examiners have charge of this branch of school work in that city, making it their sole business, and long experience and practice have made them experts in this subject. Under such a system it is impossible for an inefficient teacher to be long employed, and every one of the 2,000 teachers in their schools is accurately rated, and their qualifications for the positions they fill fully known. Their retention of these positions is made to depend entirely upon confirmation to a fixed standard, and the examiners hold them to a rigid responsibility. Thus it happens that in a city where the most corrupt political practices prevail that exist in the world, the appointment and maintenance of incapable teachers by political influence is made impossible, and one of the worst results of interested interference with educational matters secured against. Of all places in the country such a state of things might least be expected in New-York, and there can be no question but that this city owes her high position in school matters to its existence."

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